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ABSTRACT

In March 1988, the Board of Trustees of the San Diego Community College District requested a review of the district's educational master plan in light of many internal and external changes that had taken place since 1976. In response to the request, the district surveyed the chancellor, college presidents, other administrators, and faculty concerning the extent to which the goals and objectives of the master plan had been met. Respondents were asked to evaluate the District's achievement of goals to meet the needs of students, including: (1) minimizing barriers to education; (2) creating a climate that fosters learning and good academic performances; (3) providing a full range of counseling, guidance, and placement services; (4) offering a transfer program that prepares students for further academic success; (5) providing an occupational program to upgrade students' existing skills or prepare them for new occupations; (6) increasing students' cultural, political, and economic awareness; and (7) satisfying needs for good health and physical well-being. Goals to meet the needs of the staff and institution were also evaluated, including maintaining a climate of cooperation and mutual dedication; recruiting and retaining competent staff; providing staff with opportunities for professional growth; and ensuring that organizational structures and procedures assure quality service and economical use of resources. Finally, the survey examined the District's achievement of its goal to meet the non-instructional needs of the community through participation in its cultural, intellectual, and recreational life. The district's success in achieving the goals and related specific objectives is assessed in the report. (AYC)

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ED300094

REVIEW OF THE

SAN DIEGO COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN

APRIL 1988

JC 880 515

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Board of Trustees

San Diego
Community College District
3375 Camino del Rio South San Diego, CA 92108 (619) 584-6500

No.
ACTION

Subject: EDUCATIONAL MASTER PLAN **Date:** APRIL 11, 1988

Docket Office
584-6962

A. NAME OF DOCKET ITEM

Review of the Educational Master Plan (Response to Board assignment 12.13); and

Authority to make a limited transfer of $127,300 in the 1987-88 General Fund/Unrestricted budget Lottery-Year 3 Unallocated Contingency (Object Code 7900) to the following Districtwide Instructional and Student Services accounts to be carried over into the 1988-89 budget:

Object Code/Account		
1000	Certificated Salaries	$80,000
2000	Classified Salaries	22,000
3000	Benefits	2,000
4000	Supplies and Materials	8,300
5000	Other Operating Expenses	15,000
	Total	$127,300

B. STATEMENT OF ISSUE/PURPOSE

1. Background:

On March 7, 1988, the Board of Trustees asked for a review of the Educational Master Plan for the District and a plan for updating the Master Plan. The request specified that the review include an examination of the educational goals of the District in light of the changed conditions under which the District must operate, a description of what has been done to accomplish the objectives specified in the Master Plan, and a timeline and budget for revising the plan.

The evaluation of the District's goals and objectives must take into account the many changes in the internal and external environment from 1976 to present. In 1988 the student population is different, and the scope of the District's programs has changed. Further, the presence of the State is more obvious, community colleges are under more scrutiny by the legislature that demand accountability, and the dependence on technology for information processing continues to grow. Dramatic shifts in the funding patterns of the community colleges, in the economy as a whole, in the demographic characteristics of the community, and in the

Recommended: _____ Approved for Consideration: _____

Board of Trustees

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B. STATEMENT OF ISSUE/PURPOSE (continued)

1. Background: (continued)

characteristics and levels of educational preparation of the student population have had the greatest impact on the District.

In 1976 the District's financial condition was stable. The state's funding mechanism allowed for unlimited growth. The local tax base was increasing at a rate of 10% to 12% per year and allowed the District the flexibility to generate local revenue to meet instructional program needs and to meet districtwide operational expenses. With the passage of Proposition 13 in 1978, the California Community Colleges, for the most part, became dependent on state funding. The first year after Proposition 13, block grant funding was based on prior year ADA. In 1981-82 enrollment peaked and the level of the block grant funding could not adequately support the growth in enrollment. In 1981 District revenues decreased since ADA was capped and funded at the 1980 base. In addition, California Community College districts were allowed a maximum operating reserve of 3%. The overriding concern of the San Diego Community College District during the period 1978-82 was the achievement of a large degree of economic self-sufficiency.

The community college finance law of 1984 (SB851) and the subsequent revisions by AB-1XX included mandatory enrollment fees and a growth-factor provision based on adult population growth. As a result of this funding mechanism, District financing became more stable, and more resources were available for programs and services. The current community college funding mechanism will continue through fiscal year 1988-89 with the enactment of AB306. It is anticipated that many changes will occur during this legislative session with respect to the computation of revenue and program-based funding concepts.

The role of the State Chancellor's Office is more intrusive today than it was ten years ago. Title 5 regulations are far more directive, as exemplified by the new standards and criteria for college courses which require the colleges to demonstrate that critical thinking and college level reading and writing are an intrinsic part of the courses offered.

B. STATEMENT OF ISSUE/PURPOSE (continued)

1. Background: (continued)

The final Community College Report of the Joint Committee for Review of the State Master Plan for Higher Education (February 1987) recognizes the importance of academic standards and suggests that a proactive stance on the part of the colleges is needed for matriculation, faculty renewal, and accountability. The report of the Joint Committee formed the basis for the Community College Reform Act (AB1725) currently before the legislature. In addition, the Seymour-Campbell Matriculation Act mandates that community colleges provide comprehensive matriculation services to all entering students.

The organizational structure of the District is very different now than it was in 1976. Not only has there been a reduction in the number of senior management positions, the total number of management positions has decreased approximately 31%. In 1978, there were 102 management positions as compared to 70 in 1988. Other organizational changes have included the centralization of all major district operations in 1979, and the merging of Evening College with the day college programs in 1981. In 1986, Continuing Education was reorganized, and the Educational Cultural Complex was added as a tenth center.

The demand for computing resources is far greater today than it was ten years ago. Prior to 1976, the San Diego Community College District was dependent upon the County of San Diego and the San Diego Unified School District for computing services. The development of a Master Plan for the use of data processing services was completed in 1976; two years later the current computer was installed. The computing needs of the District have escalated over the past ten years. The current system is operating at capacity and cannot meet the District's needs. The contract for a new computer system is being negotiated.

B. STATEMENT OF ISSUE/PURPOSE (continued)

1. Background: (continued)

TABLE 1

SERVICE AREA DEMOGRAPHICS
1970-1980 Census

	1970 Census	1980 Census
Total Population	500,691	758,041
Age Distribution		
18-24 Year Olds	24.1%	7.8%
Educational Level		
Less than 12th grade	13.2	20.0
12th grade	25.2	33.8
1-3 years college	19.4	25.6
4 years college	10.9	10.0
4+ years college	10.6	10.5
Unknown	17.6	--
Ethnicity		
White	81.3	77.0
Black	6.8	9.5
Hispanic	4.9	13.1*
Asian	1.8	5.8
American Indian	.2	.6
Unknown/Other	4.9	7.1

** Hispanic origin included in other race categories in 1980 census.*

The demographics of the District service area changed considerably between the 1970 and 1980 census dates (See Table 1). The total population grew 51% from 1970 to 1980; the proportion of 18-24 year olds declined from 24% of the population in 1970 to 8% in 1980. The educational level of the San Diego population was also different in 1980 than in 1970. For example, the percentage of the population completing 1-3 years of college grew from 19% of the total population to 26% of the population in 1980. In addition, 20% of San Diego's population had not completed the 12th grade in 1980 compared to 13% in 1970.

B. STATEMENT OF ISSUE/PURPOSE (continued)

1. Background: (continued)

The most dramatic difference in the service area demographics stems from the change in the ethnic composition of San Diego. The proportion of Hispanics increased from 4.9% in 1970 to 13% in 1980; during this same period Asians grew from 1.8% of the population in 1970 to 5.8% in 1980 and the percentage of Blacks increased from 6.8% to 9.5%.

The demographic characteristics of the student population have also changed since 1976. In Fall 1978, 52% of the student population was male and 48% female, as compared to 48% male in Fall 1987 and 52% female. The proportion of students under 21 years of age has remained consistent from 1978 to 1987 (25%) as has the proportion of 21-24 year olds (22%) and the proportion of those in the 25-29 age group (20%). The proportion of students between the ages of 30-39 has increased almost 5% from 1978 to 1987, and the percentage of students over 40 has declined from 15% of the student population in 1978 to 13% in 1987. The most notable shift in the demographic characteristics of students has been in the ethnic composition of the colleges. The proportion of Asian students has nearly doubled (7.7%) since Fall 1987 (4.4%) and Hispanic students have increased from 8.2% to 10.3% of the student population. Conversely, the percentage of Black students has declined from 13.6% of the total student population in 1978 to 9.3% in 1987, and the white population has declined from 72% to 65% in 1987.

The educational level of the population in California as a whole has changed since 1976. The number of students graduating from California's public high schools has been declining since 1978-76; there were approximately 290,000 graduates in 1976 as opposed to 230,000 graduates in 1986.

As the numbers of high school graduates declined, the numbers of qualified students declined as well. In the period 1970-1982, the college curriculum was expanded to meet the needs of underprepared students: remedial courses, non-transfer level general education courses (e.g., in literature and the Humanities), and non-transfer level personal interest courses were developed. In 1982, the Board of Governors voted to delete seventeen categories of credit classes from the list of courses eligible for State apportionment. In the subsequent year, the District moved the remedial courses in the colleges to Continuing Education. The reduction in the number and types of credit courses offered, coupled with a shrinking pool of potential students, led to an enrollment decline that persisted for three years.

B. STATEMENT OF ISSUE/PURPOSE (continued)

1. Background: (continued)

Studies show that community college enrollment is impacted by changes in economic conditions of the service area. The unemployment rate in 1976 was 10.1% compared to 4.5 at present. Generally, a low unemployment rate leads to lower enrollment in the colleges. But this year, the reverse is true. One reason may be related to the shifts in the types of employment available. While the job market has expanded in the last five years, the increases represent a demand for either unskilled or highly skilled workers.

2. Status:

In response to the Board's request that the Educational Master Plan for the District be reviewed, the Instructional and Student Services Office enlisted the support of the colleges, Continuing Education and the District Office to evaluate the degree to which the goals and objectives, defined in 1976, had been accomplished.

METHODOLOGY

The short timeline assigned to the project dictated the methodology that was used. The review of the Educational Master Plan relied primarily on descriptive data; quantitative was used when available. The Master Plan specified 52 objectives supporting data twelve broad-based goals. These goals were divided into three areas:

- Goals set to meet the needs of students.
- Goals set to meet the needs of the staff and the institution.
- Goals set to meet the non-instructional needs of the community.

The Chancellor, Presidents, Directors, Instructional Deans, School Deans, Site Deans, the Communications Office, Department Chairs, and other faculty and administrators were asked to evaluate the extent to which the District had accomplished each objective in the Master Plan that was appropriate to their function.

The respondents were directed to answer in specific terms, to provide quantitative data where possible, to provide examples, to identify trends, and to summarize supporting documentation. In the event there had been a shift in the District away from the objective, respondents were asked to identify the reasons for the shift, the dates of such shifts, and major indicators that the shift had occurred.

B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

To ensure a timely response, staff hand-delivered packets of questionnaires to the Chancellor, Presidents, and Directors for distribution. Individuals were given one week to respond.

LIMITATIONS

The review of the Master Plan is not comprehensive due to the following limitations:

1. The objectives of the Master Plan are not stated in measurable terms.
2. Some objectives are incompatible with the stated goal.
3. Longitudinal data do not exist in most areas.
4. No systematic evaluation of the Master Plan has been conducted.
5. The timeline assigned to this project was short; many respondents reported that the limited timeline did not permit them to adequately evaluate the objectives.

OBSERVATIONS

The review of the Educational Master Plan for the District was a necessary and valuable exercise. It provided an opportunity to examine the degree to which the plan is understood, to review what has been done to accomplish the goals, and to consider the ways in which the plan might be revised and improved.

The District has made considerable progress since 1976. At that time, the District was larger and more loosely structured. The Master Plan as it was designed was not focused enough to bring the District's planning efforts together. The centralization of the District has served to unify the District; as a consequence many programs and services have been developed which may be seen as peripheral to the Plan. Many of the accomplishments of the District have been discussed in the Summary of Responses (See Attachment A) insofar as they relate to specific objectives. In many cases, the discussion of the programs and services does not fully reflect the progress that has been made. The narrow focus of the objectives limits the identification of issues. Concerns that were an issue in 1976 may be viewed in 1988 as naive or superficial. There are several examples of this problem.

Board of Trustees

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

- The Master Plan addresses the issue of meeting the needs of a "diverse" population through information dissemination and developmental programs; the "diversity" of the current student population is far greater than was anticipated. The focus in 1976 was on understanding the needs of the underprepared and the culturally "different." Today the district must consider the implications of proposing to educate the disabled, the elderly, the disadvantaged and others. To the extent that their needs are met, these students are served by programs and services that go beyond the Master Plan.

- The transfer objective, focused only on articulation with four-year institutions rather than on the full range of activities that constitute a successful transfer program. The District now recognizes the need to monitor the scope of transfer activities, and the identification and tracking of transfer students is now viewed as a priority. Data are available which shows that SDCCD transfer students do as well or better in terms of their G.P.A. after transferring to SDSU. These data did not logically fit with the objective under Goal V and thus were not reported.

- Another example is the goal that addresses affirmative action. This goal focuses only on monitoring affirmative action to ensure that programs, policies, procedures and attitudes are not discriminatory rather than on the full scope of issues concerning human relations and employment opportunities. The focus of affirmative action programs today should emphasize staff development activities which address the importance of human relations, and ensure that all groups are properly represented in all levels of the organizational structure.

- Finally, in describing the maintenance of a climate of cooperation and mutual dedication to the goals of the District, the focus was on the dissemination of information and on communication rather than on ways the Master Plan will be used as a planning document. It is evident from the evaluation of the Master Plan that it is viewed as a promotional piece by many in the colleges rather than as a blueprint for program development and direction. Because the goals and objectives have not been discussed extensively, there is a general lack of understanding of what the objectives mean and how they might be accomplished. In general, the responses to questions about the degree to which objectives had been achieved indicated a lack of shared commitment to many of the District goals and objectives.

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

The objectives specified in the plan do not identify activities that would lead to the accomplishment of the goals identified. They propose a general course of action but do not serve to establish a purposeful context for program planning and implementation. Further, some of the objectives do not fit the goals they were designed to support. There is not always a logical connection between the objective and the goal as stated.

Finally, one of the greatest weaknesses of the Master Plan is that accountability is minimized. The plan provides for a sense of mission and establishes goals for the district, but there are no standards for measuring progress toward the goals. The plan does not take the next step and define the programs and activities that will enable the district to fulfill its purpose.

RECOMMENDATIONS

The Master Plan should be revised so that it can be used as a working document. The current goals represent, in essence, the goals of the District, but they should be revised to reflect the emerging educational issues.

- The framework for the revised Master Plan should address those issues that were important years ago and remain issues today, as well as those that will continue to be important in the future: Demographics, Social and Cultural Change, Technological Change, Job Market, the Economy, Enrollment Projections, Public Policy, and Budget Trends and Projections. Specific components within each element will have an impact on curriculum, programs and policies, physical plants and the financial condition of the District.

- The revised Master Plan should provide for flexibility in program planning and review. Processes that allow for incremental planning and frequent evaluation must be incorporated into the new plan.

- The revised plan should specifically address the issues of accountability, forecasting and the need for problem-solving mechanisms.

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

WORKPLAN

Conduct a strategic planning effort to revise the SDCCD Educational Master Plan. The Strategic planning process will consist of five components.

1. Needs Assessment: Identification of the current and anticipated needs of students, staff and the community.

2. Re-define the District's Mission: The mission of the District will be updated to reflect the changes that have had an impact on the District since the original plan was established.

3. Establish goals/objectives/strategies: The new goals and objectives will focus on current issues as the District moves into the 1990's and into the 21st Century.

4. Assess Resources: In developing the new plan, staff will identify resources that will be required to systematically maintain and monitor the plan.

5. Evaluation: A process for the ongoing evaluation of the Master Plan will be specified when the plan is developed and will include a timetable as well as standards of measurement.

Timeline for development of a revised Master Plan: 18 months

Budget:

Certificated Salaries	$80,000
Classified Salaries	22,000
Benefits	2,000
Supplies and Materials	8,300
Other Operating Expenses	15,000
TOTAL BUDGET	$127,300

C. PROPOSAL

The Board of Trustees hereby grants authority as outlined in Item A of this docket exhibit.

REVIEW OF THE

SAN DIEGO COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN

APRIL 1988

TO WHAT EXTENT HAS THE SAN DIEGO COMMUNITY COLLEGE DISTRICT ACCOMPLISHED THE GOALS AND OBJECTIVES IN THE EDUCATIONAL MASTER PLAN?

A Summary of Responses

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Section II:	Goals Set to Meet the Needs of Staff and Institution	31
Section III:	Goals Set to Meet the Non-Instructional Needs of the Community	43

SECTION I: GOALS SET TO MEET THE NEEDS OF STUDENTS

GOAL I: TO MINIMIZE ANY SITUATION THAT ACTS AS A BARRIER TO EDUCATION

Objective 1: Ensure that all segments of the Community--including such groups as minorities, the economically disadvantaged, the disabled, and senior citizens--have full knowledge of the District's programs.

There has been a major shift in the degree to which services are provided all segments of the community since 1976-77. In 1976-77, an Office of Multicultural Education worked "with minorities to ensure equal opportunity for higher education." Students with "language problems" were targeted, in particular, to receive services. This office provided support for curriculum development, bilingual education, high school orientation programs, bilingual teacher training and community resource work.

Currently, the only program that provides services on an on-going basis specifically for under-represented groups is the categorically-funded EOPS program. EOPS outreach activities that are aimed at providing under-represented groups with information about the District's programs include the following: workshops conducted on campus, visits to high schools, the dissemination of information to low income households in the community, and participation in CAL-SOAP. CAL-SOAP is a consortium of educational institutions that provides services to all under-represented groups in the San Diego Unified School District. These services include financial aid assistance, advisement, college admissions information and SAT and ACT workshops. The number of high school students served by CAL-SOAP has increased each year since its inception in 1980. These data are illustrated below.

TABLE 1

CAL-SOAP PARTICIPATION

1980	1981	1982	1983	1984	1985	1986	1987
2204	2276	2306	2914	2542	2545	2853	2983

The information officers in the District are primarily responsible for publicizing the District's programs. Information is provided to all segments in the community through a variety of media:

a. Television, radio and news articles in various minority publications;
b. Coupons for free catalogs in high school and university publications;
c. Distribution of posters in local downtown businesses;
d. Distribution of class schedules and the combined class schedule to the households in the community; and
e. Circulation of flyers written in several languages which describe course offerings.

Other activities specifically related to outreach efforts include the following:

a. One instructor each from the Chicano Studies and Black Studies Departments at City College receive 20% assigned time for community outreach activities to promote the District's programs; and
b. City College is planning a High School Senior Day to be held on the campus to acquaint high school students with City's programs and services.

The economically and educationally disadvantaged learn about programs and services primarily through the District's involvement in various State and Federal programs such as VEA Disadvantaged, Limited English Proficiency/Non English Proficiency Programs, GAIN and the Private Industry Council/Regional Employment and Training Consortium.

It is not possible to quantify the degree to which the district has ensured that segments of the community has knowledge of the district's program. The only data that exist which may illustrate the extent to which the community is informed is their representation in the student population.

The ethnic distribution of the college students has fluctuated over the last ten years. The most dramatic change has been in the representation of black students which has declined from 14% of the total student population in 1978, to 9% in 1988. In terms of total enrollment, the number of black students has declined 39% from Spring 1978 to Spring 1988, as compared to a 6% decline in total District enrollment.

Conversely, the proportion of Hispanic and Asian students has increased from 1978 to 1988. Hispanic students have grown from 8% of the total enrollment in 1978, to 10% in 1988, and Asians from 4% to 12%. In terms of total enrollment from 1978 to 1988, the number of hispanics has increased 25% and the number of Asians has increased by 175% as compared to a 6% decrease in total enrollment from 1978-1988.

In sum, the representation of ethnic minorities has increased from 28% of the total student population in 1978, to 35% of the population in 1988 despite the dramatic decrease in the number of black students.

The ethnic distribution for the college population from 1978-1988 is illustrated in Table 2 on the following page.

TABLE 2
ETHNIC DISTRIBUTION
SPRING 1978-1988 FIRST CENSUS

	White		Black		Hispanic		Asian		Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	TOTAL
1978	29221	72	5724	14	3116	8	1626	4	842	2	40529
1979	28031	72	5127	13	3212	8	1763	5	884	2	39017
1980	30193	71	5464	13	3524	9	2191	5	923	2	42295
1981	24128	64	4883	13	3289	9	2577	7	2869	7	37746
1982	26269	65	4894	12	3480	9	3668	9	1942	5	40253
1983	25004	64	4841	12	3605	9	4288	11	1726	4	39464
1984	21857	64	3794	11	3272	9	4135	12	1348	4	34406
1985	21591	65	3106	9	3259	10	3800	12	1314	4	33070
1986	22317	65	3131	9	3433	10	4014	12	1207	4	34102
1987	23851	65	3533	9	3717	10	4367	12	1309	4	36777
1988	24969	65	3484	9	3904	10	4477	12	1352	4	38186

FALL 1978-1988 FIRST CENSUS

	White		Black		Hispanic		Asian		Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	TOTAL
1978	27950	72	5291	14	3212	8	1727	4	858	2	39038
1979	29337	72	5315	13	3510	8	1927	5	881	2	40970
1980	31904	70	5736	13	3904	9	2694	6	1113	2	45351
1981	24944	64	4893	13	3529	9	3274	9	2070	5	38710
1982	24809	64	4830	12	3632	9	3949	10	1726	5	38946
1983	23816	63	4312	11	3624	10	4525	12	1550	4	37827
1984	21500	65	3122	9	3240	10	3923	12	1289	4	33074
1985	22146	64	3315	10	3487	10	4306	12	1280	4	34534
1986	22261	65	3224	9	3465	10	4183	12	1188	4	34321
1987	25233	65	3648	9	4063	10	4693	12	1382	4	39019

The disabled community receives information through the activities of the Resource Center for Disabled Students. The District office, the campuses and the Continuing Education centers maintain liaison with the community, State agencies and educational institutions serving disabled persons. Significant efforts have been made to remove architectural barriers throughout the District to improve accessibility for students with physical disabilities and program offerings have been expanded and modified on an annual basis to meet the changing needs of students.

In 1976, the total number of disabled students served was 800. Implementation of AB77 and increased funding enabled the program to grow. The table below illustrates the disabled student population in the district from 1982-1987.

TABLE 3

DISABLED STUDENT POPULATION
1976-1987

1976	1982	1984	1985	1986	1987
800	6221	3688	3795	3824	4124

It should be noted that the drop in student count from 1982-1984 represents a change in the program structure. Responsibility for convalescent day care, retirement and intermediate care facilities was transferred to the College of the Emeriti by the Board of Trustees.

In 1985 efforts were begun to reduce class offerings for the emotionally disturbed populations served in off-campus facilities due to the fact that the State Chancellor's office would not support, philosophically or financially, serving the emotionally or mentally-ill population. A need for services for the acquired brain injured population emerged in 1983 and has continued to grow. This has been the fastest growing disability group in recent years.

Services for the older adult community have continued to expand throughout the last ten years. Since 1978, the District has provided educational programs and services for older adults through the College of the Emeriti. The number of classes offered by the College of the Emeriti have increased from 31 in 1978 to more than 500 in 1988; ADA has grown from 15 ADA in 1978 to 1530 ADA in 1988. Presently, more than 51 courses available through the Continuing Education centers are designed for older adults. These courses are conducted in areas convenient to public transportation, and in centers and churches where seniors frequently gather. A separate schedule of classes which provides information about courses as well as services available is published three times a year. In addition, the College of the Emeriti sponsors an Annual Career Conference at City College as part of National Older Workers Week. Typically more than 200 seniors

participate in workshops designed to provide information to the older adult regarding employment opportunities.

Objective 2: The District will provide full orientation programs prior to enrollment to inform students of the many services and options available to them once they begin a program. (This includes summer transitional programs for all students likely to require a more extensive introduction to college programs.)

For the most part, responses to this objective focused on the current status of orientation rather than on the progress made over the past decade. City College reported that a lack of commitment and insufficient funding has restricted their efforts to provide an orientation program. City further noted that matriculation will help to support their efforts in the future. Miramar College began its first organized orientation program in Spring 1987. Orientation consists of a brief presentation by a counselor and includes information about programs and services offered by the college. Prior to 1987, workshops were presented only to special groups of students such as EOPS; in addition, counselors visited classrooms to present information.

Counseling in Continuing Education focuses on particular groups of students including basic education, ESL, vocational education and high school diploma students. In addition, Continuing Education counselors regularly visit high schools and work with high school counselors to acquaint students with Continuing Education program offerings.

Objective 3: So that lack of financial resources does not prohibit enrollment, the District will

- **continue full support for tuition-free community college and state-mandated adult education courses and instructional programs;**
- **make every effort to maintain minimum fees for selected adult upgraded courses;**
- **provide within its power, a wide range of financial aid, part-time work opportunities, and child-care facilities.**

In 1983-84, the governor proposed an enrollment fee for Community Colleges for the first time in the history of the State's Community College system (AB 1XX). The District actively opposed an enrollment fee and argued that fees would restrict access to the community colleges. The District's efforts in opposition included: the development of the "San Diego Plan" which became known throughout the state as an alternative to tuition for the California Community Colleges; testimony before legislative committees by the Chancellor and District staff; lobbying of key legislators; and the evaluation of the potential impact of tuition on students.

California Community Colleges imposed an enrollment fee in Fall 1984. The apprehensions of the District that there would be a decline in enrollment, particularly among under-represented groups, became a reality in the two semesters which followed. In Fall 1984, total enrollment declined 12.6% and further declined 4.0% in Spring 1985. With the imposition of an enrollment fee, the only ethnic group that was disproportunately affected was the black students. The decline in enrollment of black students declined 28% as opposed to 12.8% in Fall 1984 and 18% compared to a 4% decline in total enrollment in Spring 1985. This decline was reversed in Fall 1985 with a 6% increase in black students compared to a 4% increase in total enrollment.

The precise impact that fees had on enrollment is difficult to ascertain since other factors affect enrollment including reductions in instructional programs, high employment, and the declining numbers of high school graduates. Nevertheless, the data suggest that, initially, tuition did have an adverse impact on enrollment. In 1987, the mandatory enrollment fee was extended through 1992. This action was opposed by the District as well.

The imposition of an enrollment fee did not affect the District's Continuing Education non-credit program. The District has continued its support for state-mandated adult education courses and instructional programs. The budget allocated for Continuing Education over the last 5 years has increased at a rate greater than the COLA factor used in computing community college support. The instructional budget for Continuing Education in 1983-84 was $6,073,254 compared to $8,652,501 in 1987-88, a net increase of more than 42% which represents a 28% increase in real dollars.

The Continuing Education centers offer a wide variety of tuition-free, State-mandated adult education courses in areas such as vocational education, fine and applied arts, office skills, high school completion, ESL, child development, special education and courses for older adults.

The colleges and Continuing Education Centers administer a wide range of Federal and State supported financial aid programs including work study, and student grants and loans. Currently, City College assists approximately 4,000 students with almost $4 million dollars in funds. Miramar College provided more than $25,000 in aid to students in 1987-88 and Mesa awarded almost $3 million in aid to more than 4,000 students this year.

In 1984, a financial aid program was established for the Continuing Education Centers. The program has grown from serving 275 students in 1984, with $299,000 in funding, to serving more than 530 vocational education students in 1987-88, providing more than $300,000 in assistance.

The growth in the financial aid programs at the colleges is illustrated on the following page.

TABLE 4

FINANCIAL AID PROGRAM
LEVELS OF SUPPORT 1975-1986

Funds	1975 - 76 Recipients	Total Funds Awarded	1981 - 82 Recipients	Total Funds Awarded	1986-87 Recipients	Total Funds Awarded
City	N/A	N/A	3500*	3,196,074	4360	3,251,662
Mesa	1440	923,137	3419	3,763,081	3783	2,284,037
Miramar	100	Unknown	213	259,911	198	229,225

**estimated*

Childcare programs have not been established in the District. The District has maintained a position of offering child care sevices to low-income students either through the campus child development programs at the colleges or through the parent participation programs offered at the various Continuing Education centers. These programs require parent education, direct parent involvement in the program, and educational programming for the children. The four child development centers on the three college campuses and at ECC are partially funded by the Child Development Division of the State Department of Education with the District contributing the additional funds needed to support the programs. The centers provide educational services to approximately 140 children aged 2-5 and their parents. The children are primarily from single parent, low-income backgrounds.

The child development and the parent participation programs were operating in the District before 1976. The current need for services in both the child development centers and the parent participation program is greater than the number of spaces available in the program. All programs have a waiting list. For example, the ECC child development center maintains a waiting list of approximately 100 families.

The total operating budget for the child development programs has remained constant since the passage of Proposition 13 despite the addition of the program at ECC and the expansion of both programs at City and Mesa. The respondents noted that the District has not provided new facilities despite several requests for expansion and substantiation of need. In addition, several district surveys of students have established the need for child care.

Objective 4: To keep time and distance from becoming barriers to education,

- **courses will be offered at various hours and places;**
- **open entry/open exit courses will be offered for those who do not need a semester's study; and coordination with public transportation authorities will be pursued to provide adequate service.**

College campus and off-campus programs have expanded in terms of the number of courses offered and the number of locations available. In 1976-77, there were 320 off-campus sites as compared to 584 in 1987-88. In addition, the number of class sections scheduled from 1976 to 1987 was as follows:

FALL SEMESTERS

	1976		1982		1987	
	Day	Evening	Day	Evening	Day	Evening
City	1261	1305	1255	1113	1106	811
Mesa	1514	887	1661	1374	1798	741
Miramar	211	255	315	336	449	325
Total	2986	2447	3231	2823	3353	1877

SPRING SEMESTERS

	1976		1982		1987	
	Day	Evening	Day	Evening	Day	Evening
City	980	1013	1022	1304	1071	883
Mesa	1499	643	1902	1033	1679	819
Miramar	196	154	345	317	361	279
Total	2675	1810	3269	2654	3111	1981

Courses are offered at each of the college campuses and off-campus locations throughout the week with additional courses being offered on weekends. The colleges regularly review class scheduling techniques in an effort to improve space utilization and to solve a variety of scheduling problems. For example, the colleges have historically experienced lower room utilization in the mid-afternoon hours; current efforts to solve this problem include expansion of afternoon course offerings and the scheduling of short term sessions for students who need to begin classes after Labor Day and end before Christmas.

Continuing Education Centers have been successful in offering a wide variety of non-credit and fee based courses. Courses are scheduled at the ten centers and in over 400 off-campus locations throughout the City of San Diego. Days and hours range from 6:00 p.m. to 10:00 p.m. throughout the week. In some cases, courses are offered on weekends. Continuing Education has responded to student demand by establishing courses in convenient locations. For example, classes for older adults have been introduced in retirement complexes, and specialized Basic Education and GED courses are offered in City/County detention centers.

Non-credit, non-fee course offered in an open entry/open exit mode comprise approximately 95% of the Continuing Education program. More open entry/open exit courses and programs are offered now that individualized instructional matrials, CAI, and competency-based education requirements in Adult Basic Education and Vocational Education Programs have been developed. Since 1976, six new Vocational Education programs have been added to the non-credit program for a total of 18 vocational education programs that are offered on an open entry/open exit basis.

The colleges do not have as much flexibility to offer open entry/open exit courses. With the exception of courses numbered 296, "Individual Instruction [in particular disciplines]," open entry/open exit courses are restricted by code requirements.

District efforts to coordinate planning with public transportation authorities to meet the transportation needs of students have been minimal. The major focus in this area has been on ride sharing through the San Diego "Commuter Computer."

The Continuing Education Program has attempted to locate off-campus sites near bus stops; some centers have gone even further. The Clairemont Center, for example, has adjusted their class schedule to coincide with the bus schedule. In addition, the Midway Center contacts the transit department each semester to advise them of changes in class scheduling and to obtain current bus schedules. The colleges and Continuing Education centers provide bus schedules and sell bus and San Diego trolley passes to students. Adequate public transportation remains a primary concern throughout the community. Anticipated reductions in Federal subsidies may result in the elimination of 15 of the 29 bus routes in the City of San Diego. These reductions will put even greater pressure on City and Mesa College who have expressed concerns regarding inadequate parking in their responses.

Objective 5: Enrollment and registration procedures will be simplified so that a complex and time-consuming process does not inhibit potential students from applying and enrolling.

The District has made considerable progress in simplifying enrollment procedures over the last twelve years. In 1976-77 enrollment was a manual process involving individual class cards. The average time for a student to enroll in classes was 45 minutes.

In Spring 1981, the District's enrollment process went to an on-line system. This decreased the time required to enroll a student from 45 to 5 minutes. The on-line system allowed for improved efficiency and facilitated the student's ability to enroll in courses at more than one site.

The registration process was further improved in 1985 with the onset of mail registration. All continuing students received their registration materials and a class schedule in the mail and were given the opportunity to return their registration materials by mail rather than wait in line to register. Mail registration was effective. In a survey of students conducted Fall 1986, more

than 90% of the respondents supported the continuation of mail registration, stating that it provided a convenient service to students who were working or who were single parents.

In Fall 1987, a combined schedule of classes was introduced to complement the mail registration process. An evaluation of the effectiveness of the combined schedule conducted Fall 1987, concluded that the combined schedule was a much welcomed addition to the mail registration process. The students indicated that the new schedule facilitated the process of selecting classes. Further, the research showed that more than 25% of the students who responded stated that the combined schedule influenced their decision to enroll at more than one college.

The enrollment process continues to be reviewed and refined. The problems of 1988 are different from those of 1976. Most of the current problems stem from the fact that the Student Information System (SIS) system is at capacity and cannot meet the growing needs of the colleges and Continuing Education. The new computing environment, scheduled for implementation Spring 1990, will allow the District to further improve the enrollment process and better meet the needs of students.

Responses from the Continuing Education centers concerning the simplicity of the enrollment process varied. Some sites believed that registration "has always been and remains a very simple process." Other sites reported difficulty in accessing records and processing enrollments because of the limited number of computer terminals. In general, Continuing Education reports that SIS has greatly facilitated the enrollment process.

Objective 6: Since lack of preparedness in basic mathematics, reading, and language skills can inhibit progress in all other courses, a full program of developmental or remedial courses will be offered to ensure that students' progress is not hindered by lack of these basic skills. The program will embody the following characteristics:

- **it will be large enough to accommodate the numbers of students needing its services;**
- **it will use the best pre-testing instruments and will coordinate pre- and post-testing scores with the level of ability required by the programs students are enrolled in;**
- **it will stress individualized instruction since students enter with varying levels of preparedness;**
- **it will stress not only basic computational and language skills required for success in classes but also basic skills required to function in private life and the world of work;**
- **it will strive to raise the image of developmental programs.**

In 1976, the San Diego Community College District had a large program of remedial courses in reading, vocabulary, study skills, spelling, grammar and mathematics. It was reported that the District has not offered an extensive program of developmental courses to ensure student progress since 1982. In 1982, all remedial courses were removed from the colleges and placed in Continuing Education. Fewer than 10% of the college students needing assistance took advantage of basic skills courses when they were offered through Continuing Education.

Most respondents reported that the extensive revisions in the English and mathematics curricula implemented in 1987-88 have met the needs of students. Courses in Basic Composition, English Review, Reading and Study Skills, and ESL have been scheduled so that each new student has an opportunity to enroll at the appropriate level and succeed.

Three basic math courses were developed to prepare students for Math 54, Elementary Algebra: Math 33, Pre-algebra for the Math Anxious; Math 35, Pre-algebra; and Math 40, Technical Arithmetic and Pre-algebra. Math 33 is a special course for students with math anxiety which teaches study skills and basic concepts in arithmetic and geometry.

The math placement system is using test instruments developed by the Mathematics Diagnostic Testing Project (MDTP), jointly supported by the University of California, the California State University System and the California Academic Partnership Program. The system will allow the college programs to utilize pre- and post-testing to better advise students.

Respondents indicated that individual instruction has always been a goal but that it is difficult to achieve; more time is needed for teacher-student contact. It

was noted that when part-time instructors teach the remedial courses, there are no official office hours assigned to them to support those students who may need extra assistance.

With regard to the image of the developmental program, respondents felt that the District is just beginning to address this objective. One respondent noted that students coming out of the basic skills classes will provide the best measure of the effectiveness of those classes successful in the higher-level classes.

Continuing Education has emphasized the basic computational and language skills required to succeed in classes and to function in society. The Centers use the appropriate CASAS tests, as well as standardized tests for placement in ESL and ABE. ESL language laboratories provide skill reinforcement and comprehensive, individualized language instruction. Bridging labs have been opened at Mesa College and Miramar College to assist students in making the transition from ABE/ESL to college level classes.

With the addition of computer assisted instruction, a new dimension has been added to the Continuing Education instructional program. Selected software in reading, math, and language enable staff to offer instruction in a variety of ways to address the needs of individual learning styles. CAI labs have been opened at East San Diego, Center City, ECC, and Midway centers

Developmental programs have gained increasing acceptance as students recognize the importance of attaining proficiency in basic skills in order to succeed in higher levels of education and obtain employment. With the addition of CAI, motivation to stay in school seems to have increased as students improve basic skills while becoming adept at using a computer.

GOAL II: TO CREATE A CLIMATE THAT FOSTERS LEARNING AND ELICITS THE BEST PERFORMANCE FROM EACH INDIVIDUAL.

Objective I: Students and staff will be encouraged to be open and free in the exchange of ideas with toleration of differences.

The consensus among faculty is that, in general, this objective has been met. The diversity and comprehensiveness of course offerings allow for the free exchange of ideas as well as the opportunity for discussion of current issues. Examples of current issues addressed in various disciplines include: Use of Deadly Force, AIDS, Plea Bargaining, Evolution/Creation, Right-to-Life, Use of Animals in Research, Race Relations, and Social Stigmas.

Although a free exchange of ideas may exist throughout the District, concerns were expressed that the general direction of the District has been toward conformity and standardization. The restrictions placed on the student newspapers were cited as examples of situations where open discussion of ideas was not always encouraged.

Other observations suggested that free exchange of ideas has been fostered to some extent but mostly in the classroom and not in the general climate within the organizational structure of the District. Further, encouragement of freedom in exchange of ideas and the tolerance of differences exist, but the feeling is that these expressions have no impact.

Some respondents suggested that the involvement of students in the campus committee structure will further facilitate the open and free discussion of ideas and concerns.

Objective 2: Stress will be placed on eliminating racial, ethnic, religious, sex, and age stereotyping.

The campuses report that the District has made gains in addressing discrimatory practices as a result of the affirmative action and inservice activities sponsored by the District. The District's Gender Equity Committee has been instrumental in developing and disseminating information on non-traditional careers to students and staff. This is an on-going activity coordinated by the Vocational Education Program. In addition, it was reported that efforts to eliminate "stereotyping" have been made through managerial and supervisory inservice training in cross-cultural communications offered over the years. More recently, sexual harassment workshops have been provided for the staff.

Objective 3: The staff will strive to build students' confidence in their own abilities and to build the confidence of the public at large in the District's capability to provide a high quality of education.

Respondents indicated that most faculty and staff work hard to establish students' confidence in their own abilities. The respondents emphasized that efforts to build public confidence in the ability of the District to provide quality education must focus on the quality of faculty interaction with students. According to one staff member, "If this is done well, the District's reputation will take care of itself. The reputation of the colleges is really the most important." Another respondent stated: "Teaching students to write well and teaching students to handle various kinds of tests successfully are good methods for building student confidence." Several examples of ways faculty and staff promote student self confidence were cited. Counselors emphasized that the assessment and placement process gives the students valuable information and allows them to succeed in District programs. The honors program was also cited as an activity which builds students' confidence by encouraging academic excellence.

In addition, the EXCEL Program at City College assists EOPS students who may have little confidence in their own abilities. Tutorial services are available to help EOPS students improve in weak areas and foster increased confidence through success. Disabled Student Services also provides both instruction and student support to maintain students' self-esteem and self-reliance.

In general, faculty noted that contact with successful graduates is a way to build confidence; that students' self-confidence is bolstered by success in challenging courses; and that faculty who remain current in their field are most able to inspire confidence in their students.

However, many respondents reported that the District as a whole was not able to inspire public confidence in its ability to provide quality education. Every effort is made to stress sensitivity on the part of faculty to the need to build confidence in the student's abilities; however, building public confidence in the District is another matter.

Further, respondents cited inadequate public relations efforts on the part of the colleges as part of the problem with image building. Others cited the comparatively low ranking of employee salaries, cuts in library funding, and a "lack of administrative organization and direction," as evidence of the District's lack of commitment to provide quality education.

In general, most respondents felt that the best way to instill public confidence in the District's ability to provide education was to focus on development of quality programs at all sites. One respondent said: "A strong Art Department such as that at Mesa College provides a positive atmosphere on the campus. Through workshops, talks, art exhibits, and other activities on campus, the public is made more aware of the college."

Others noted as well that the establishment of a strong developmental program and a renewal of efforts to provide a comprehensive program will strengthen the image of the district. Public confidence will also be developed if the graduates of the District's programs hired by employers are well trained, and if

graduates who transfer to four-year institutions are successful in their upper division work.

Objective 4: The staff will assist in identifying and encouraging special abilities that students possess.

It was reported that little progress has been made in accomplishing this objective. Most respondents focused on the services available to evaluate student achievement in math and English and to place students appropriately in the curriculum. The special programs for disabled students, EOPS, and the Honors Program were cited as examples of programs that encourage special abilities.

Within the special classes for disabled students, the instructors are committed to identifying and encouraging special abilities. If the instructor becomes aware of an artistic ability for example, the student is encouraged to display his/her work. The Disabled Students Programs Services counselor will also work with the student to pursue realistic vocational goals which will build on these abilities.

The establishment of the Honors Program in 1986 allowed the faculty to develop courses to challenge the special abilities of students. In addition, the college chapters of the Community College Honor Society have participated in State-level competition for scholarships and have won several awards.

Some respondents made particular note of the fact that very little is done, to identify "special" abilities. A good example comes from a Biology instructor who noted that "unfortunately, the identification of special abilities" is better described as "identification of students inabilities" since "the Anatomy, Physiology, and Microbiology courses weed out those who are ill-prepared for Allied Health professions."

Objective 5: The staff will continuously examine their educational standards to ensure that the highest level of educational achievement is realized.

Little evidence was submitted to suggest that systematic efforts are made to examine the educational standards faculty are expected to uphold. Many respondents noted that faculty are encouraged to maintain standards but that these standards are largely an individual matter. One staff member summarized the problem as follows: "They have not done this consciously but all staff make efforts to maintain the highest standards they personally find acceptable. Whether or not these personal standards conform to the desires of the District has not been examined."

It was also reported that some departments are proactive in promoting faculty excellence while others are remiss in this area. In some departments faculty attend workshops and conferences, take additional courses and participate in inservice education in order to maintain high standards.

Faculty report that, in other departments, heavy course loads, increased student needs, the pressure of new preparations, the lack of secretarial help, and poor office conditions preclude involvement in professional development activities.

Flex days, Project Success workshops, and other Instructional Services faculty development activities were cited as activities which promote the examination of instructional standards.
It was also noted that in some programs, instructional standards are maintained in response to the requirements of external agencies. Efforts to meet industry standards serve to maintain standards of high performance in technical disciplines. Achievement tests also provide a means for evaluating educational standards. For example, students completing chemistry courses are administered standardized tests provided by professional organizations to ensure that achievement is at the appropriate collegiate level.

College and Continuing Education Accreditation, including the self-study process, is another mechanism which serves to examine educational standards.

Two activities which have ensured the development of course standards were program alignment and the Title 5 course review process. In 1982, the District began the program alignment process in order to standardize the curriculum among the colleges. The process required department chairs and deans from each of the three colleges to meet and review differences and discrepancies in each program/course, and to concur on one aligned program. The Title 5 course review process required faculty to revise course outlines to comply with new Title 5 standards and criteria. Each course was reviewed in terms of the standards for critical thinking, independent work, college-level reading and writing and expectations of student performance.

Objective 6: The staff will work to stimulate interest in new ideas by developing a curriculum that provides a wide range of disciplines, by encouraging interdisciplinary pursuits, and by providing lectures, films and other opportunities to become aware of the best in current thinking.

In general, the respondents focused on activities which serve to help faculty remain current, and on budget limitations which restrict the development of interdisciplinary curricula. Some noted that this objective may receive more attention as work progresses on the Statewide proposal for a general education transfer core curriculum since interdisciplinary courses and programs will make it possible for students to more easily meet general education requirements Other respondents felt that the District has lost ground in meeting this objective since 1980, adding that the curriculum has narrowed with program alignment and budget cutbacks at the State and local levels. It was reported that lectures, films and other community service programs are no longer common events on the college campuses.

One respondent noted that some faculty work hard to stimulate ideas, but that many of the disciplines are "tired and worn out." He felt that there is little sense of a central body of knowledge as the curriculum has become fragmented and highly specialized.

The efforts of specific departments to provide for interdisciplinary studies were also noted. In psychology, for example, concepts from biology, physiology and sociology are used to explain the human condition. Human Sexual Behavior will be taught in the fall semester by a psychologist and a biologist. A respondent reports that the only truly interdisciplinary course in Biology is Oceanography, which combines the physical sciences with the life sciences. In Child Development, courses examine the economics of child care, biological and social issues, and the attitudes toward children throughout history.

The Continuing Education Program offers twenty-nine courses categorized as interdisciplinary studies. Students in the high school diploma program, special education, and vocational education are counseled to pursue interdisciplinary studies when it is appropriate.

Respondents saw the development of program options in vocational education as an indication of more interdisciplinary offerings. An example that was cited was the study of lasers and microprocessors in the electronics program.

Some respondents felt that the Honors Program allowed disciplines to expand their offerings, develop interdisciplinary courses and provide students the opportunity to become aware of the best in current thinking. The special funds allotted for honors classes allow instructors to plan their courses in an ideal setting free of the normal budgetary constraints. However, it was noted that less than 1% of the college student population benefit from the development of curriculum in the honors program.

Faculty inservice programs developed by the colleges for Flex days, and those offered through the Success Project and the District Instructional Services office were cited as activities which stimulate new ideas by providing the faculty an opportunity to explore new curriculum, work on interdisciplinary pursuits, and schedule to guest lecturers who present new ideas.

Objective 7: To accommodate individual differences and encourage independence of thought, the use of individualized methods of instruction will be encouraged.

In evaluating this objective many respondents noted that, with the exception of the Honors Program, the degree to which individualized instruction is offered is restricted by program and budget limitations. In general, the respondents felt that the colleges lacked the ability to accommodate individual differences.

It was noted that most students do not have access to tutorial services since there are no tutorial services on campus, except for that supported by EOPS and work-study. In addition, it was mentioned that there is very little opportunity for faculty to work individually with students as large class sizes do not allow for individualized instruction. Respondents once again referred to the fact that the majority of instructors are part-time and have no office in which to work individually with students. The Independent Learning Centers were cited as the best attempt the colleges have made to provide for individualized learning, although it was also indicated that there is a need to expand those facilities. In addition, the instructional aides and educational technicians funded by the assessment and placement system were cited as examples of additional support for

students which allows for more individualized instruction in English and math classes.

Responses from Disabled Student Services staff indicated that the professional staff confer with faculty regarding students with special needs in an effort to ensure that students profit from instruction.

The microcomputer center at City College offers traditional computer instruction in addition to lab time for students who wish to work on individual projects. This center is used by office education students who are following courses of individualized learning.

Continuing Education reports that ECC, Centre City, Midway and East San Diego Centers have developed individualized learning modules for students wishing to study at their own pace in learning centers. These centers are equipped with video cassettes, filmstrips, audio tapes, and computer assisted instructional programs designed to accommodate individual learning styles and encourage independent thought.

GOAL III: TO PROVIDE EASY ACCESS TO A FULL RANGE OF COUNSELING, GUIDANCE PLACEMENT SERVICES SO THAT STUDENTS ARE ABLE TO MAKE THE WISEST EDUCATIONAL, VOCATIONAL, AND AVOCATIONAL DECISIONS.

Objective 1: Staff will work to increase pre-enrollment and pre-registration advisement activities so that students may make the best choice of courses consistent with their abilities and interests.

Respondents reported that efforts to increase pre-enrollment advisement activities which assist students in making appropriate course selections have been limited in the last ten years. City College reports, for example, that counseling resources have been drastically reduced since Proposition 13; in 1976, the counselor-to-student ratio was 1:650 as compared to 1:1000+ in 1988. The respondents also report that the college Matriculation plans provide for the expansion and improvement of the student pre-enrollment advising activities.

It was also reported that the District assessment and placement program which has been in place since 1982 was designed to assist students in making informed decisions in their selection of classes. The program was revised in 1987 to include diagnostic feedback for math students and assessment of individual skill levels in reading and writing.

The number of students taking the placement tests continues to increase as more classes specify English and mathematics skill levels as prerequisites. The District is currently reviewing cut-off scores, tracking student progress, and analyzing the extent to which other factors may influence appropriate placement.

The numbers of students tested at each college over the past five semesters are illustrated below.

TABLE 6

STUDENTS TESTED

	F'85	S'86	F'86	S'87	F'87
Eng.	4459	2427	4523	**	5866
Math	5417*	2788*	5476*	**	5473

**Duplicate count - student could take more than one test.*
***Information not reported for this year.*

Objective 2: The District will create career planning centers that offer a full range of testing and informational services.

City and Miramar Colleges respondents state that this objective has not been met. Currently, Miramar College does not have a career center. Limited career information is available in the Learning Resource Center as well as in the counseling centers. According to staff responses, student needs are minimally met.

It was reported that City College students do not use the Centre City Career Center located adjacent to the City campus, since the students do not believe it serves college students. The purpose of the center is to refer prospective students from Continuing Education and community agencies to an appropriate educational program. City College plans to develop a career center that will provide information to all students. Information sessions, computer programs for career information searches, administration of career assessment instruments and special lectures are among the many services that are planned for the center.

Objective 3: The District will increase its placement services to assist graduates in finding employment.

The District's Vocational Education Department reports that in 1986-87, 3,496 vocational students were successfully placed in jobs. The majority of respondents indicated that placement services to assist SDCCD graduates in finding employment are inadequate and have not been expanded in the last several years. Although placement services do exist at some sites, they are not accessible to all students and do not meet students needs. Lack of proper staffing and funding were identified as the primary causes for inadequate placement services.

The current level of job placement services available to students varies. Respondents indicate that placement services range from a job board at Miramar College where employment opportunities are posted, to a Placement Center at City College. The services of the City College center include screening and referring applicants to employers, assisting students in developing a resume, and helping students develop interview skills. The center also sponsors an annual Job Fair on campus; where 30-40 local employers are available to discuss employment opportunities. It was also reported that faculty in the vocational majors have assumed the primary responsibility for assisting students in obtaining employment. In addition, City, Mesa, ECC, and Continuing Education placement supervisors assist with job development, job search, and job placement activities.

The District's Department of Vocational Education reported that it is proposing that Continuing Education provide assigned time to vocational instructors to expand the job placement services.

GOAL IV: TO IMPROVE STUDENT'S THINKING, LEARNING, AND SURVIVAL SKILLS.

Objective 1: Because critical thinking is vital to so many undertakings, faculty will develop special classes for and will stress throughout the curriculum such concepts as the following: analysis, synthesis, logic, and discrimination between assumption or opinion and fact.

Objective 2: Problem-solving skills appropriate to each curriculum will be developed and emphasized in course work.

Objective 3: Courses in study techniques will be available as needed.

Responses indicated that minimal emphasis has been placed on critical thinking and problem solving throughout the curriculum. The new Title 5 course standards and criteria for college credit mandated the revision of course outlines to reflect the inclusion of critical thinking and problem solving skills in every course. Developmental courses in English and mathematics have been introduced to prepare students to think analytically so that they may be successful in associate degree level courses.

Faculty representing a cross-section of disciplines indicated that there is a renewed emphasis on critical thinking and the development of problem solving skills as a result of the Title 5 revisions. However, some faculty report that it is difficult to determine the extent of compliance with the standards and that there is a need for an effective evaluation process for contract and hourly faculty.

Flex Days activities and departmental meetings were cited as means of emphasizing the importance of critical thinking and problem solving across the curriculum. In addition, the SUCCESS Project has conducted several workshops on critical thinking and has added resource documents (e.g., films and books) to the college collections. Other examples that were provided include: the Writing Across the Curriculum Program at Miramar College which is designed to make critical thinking an integral part of the curriculum; and the fact that an instructional design specialist has been added to the staff at City College to assist faculty in introducing these concepts into the curriculum.

Objective 4: Either in special courses, or as aspects of other courses in the curriculum, students will be instructed in the basic practical arts (survival skills) requisite to functioning in society.

Continuing Education reported that it has assumed the primary responsibility for instruction in survival skills and basic education. Several courses have been redesigned to include survival, skills and include consumer education courses for older adults, job hunting techniques, job seeking skills for the disabled, high school completion, adult basic education, citizenship, and ESL programs which make up a significant part of the overall curriculum. The GAIN (Greater Avenues

for Independence) pilot program now includes four computer assisted basic skills instructional labs and the pre-vocational curriculum has been revised for competency-based instructional modules which provide instruction in skills needed for employment.

College course offerings which address these skills are minimal. The college program offers some non-degree applicable courses in Personal Growth which include orientation to college, college survival skills, career planning, and effective learning.

GOAL V: TO PROVIDE A TRANSFER PROGRAM THAT PREPARES STUDENTS, BY ITS BREADTH AND QUALITY, FOR SUCCESS AT OTHER EDUCATIONAL INSTITUTIONS.

Objective 1: Existing articulation efforts will be expanded and efforts will be made to have information flow more freely. Informal exchange of information between staffs will be encouraged.

The colleges report various activities in support of articulation. The transfer guarantee program that has been developed with UCSD facilitates the articulation of programs with USCD. In addition, counselors reported attending articulation meetings with UC and CSU personnel on a regular basis. City College provides office space and makes appointments for visiting UC and CSU and private college admissions staff who visit on a bi-monthly basis. It was further noted that the CAN Project (California Articulation Number) will further enhance articulation efforts.

It was reported that articulation with the four-year institutions is not as effective as it was in 1978. Although articulation efforts in the last two years have improved, faculty need to become more involved in the process. Some respondents noted that the program alignment efforts in 1983 facilitated a Districtwide articulation effort for some programs; the District Instructional Services office coordinates this effort.

Articulation is only one component of a successful transfer program. Other components include the breath and quality of program offerings and the numbers of students who transfer to four-year institutions. Currently, the only measure of the success of a District's transfer program that is available is the number of transfer students reported by UC and CSU.

However, the accurate identification of potential transfer students, as well as the number of students who transfer to a four-year institutions, is inadequate. A better identification system on the part of the four-year schools is also needed. Currently, the University of California and California State University credit the institution the student last attended for the transfer. For example:

- If a student completed 30 units at Miramar College, then enrolled for three units at Southwestern College for a semester (prior to transfer to SDSU), Southwestern College would be credited with the transfer.

- If a student transferred to SDSU from Miramar College for a semester, took a leave of absence and returned to SDSU, SDSU would be credited as the last school attended and Miramar would not be credited with the transfer.

Consequently, there are many more transfer students from district colleges in UC and CSU systems than what is currently being reported.

The summary of the data on transfer activity illustrated below shows the minimum number of students transferring to a four-year institution. It does not include

students who may have transferred to private colleges or colleges out-of-state nor does it include all of the students "missed" in the UC and CSU identification systems.

TABLE 7

San Diego Community College District

TRANSFER STUDENTS

The following is a five-year comparison of the number of students at each college who transferred to the UC and CSU systems.

	1981-82		1982-83		1983-84		1984-85		1985-86	
Site	UC	CSU	UC	CSU	UC	CSU	UC	CSU	UC	CSU*
City	54	399	72	377	85	419	50	378	75	201
Mesa	98	1005	94	1025	91	999	102	1001	145	543
Miramar	1	47	5	46	4	52	4	48	3	40
TOTAL	153	1451	171	1448	180	1470	156	1427	233	784

* *Incomplete: Winter and Spring semesters have not been included in 1985-86 figures.*

Notes: CSU: data includes Summer, Fall, Winter and Spring terms.

UC: figures are for Fall semester only.

The Master Plan Commission for Higher Education has identified transfer education as one of the three primary missions of the California community colleges and recognizes that the key to the success of the colleges transfer program is an accurate identification and follow-up system so the students can be monitored and directed. Accurate identification will allow the colleges to properly assess their transfer rates and target special efforts at potential transfer students through workshops, counseling, and seminars.

GOAL VI: TO PROVIDE AN OCCUPATIONAL EDUCATION PROGRAM THAT PREPARES STUDENTS TO UPGRADE THEIR SKILLS IN THEIR PRESENT OCCUPATIONS, TO ENTER AND SUCCEED IN EXISTING OR NEW OCCUPATIONS, OR TO TRANSFER TO A MORE ADVANCED PROGRAM.

Objective 1: Staff members will maintain close coordination with employees, with the community, and with four-year institutions to determine which occupational programs should be offered and which skills make the most successful performance in an occupation.

The Department of Vocational Education reports that advisory committees provide input into the program review process and recommend new courses or revisions to current course content. There are more than 100 advisory committees in the District composed of staff, faculty, and representatives from business and industry. The vocational coordinators are primarily responsible for liaison with the advisory committees. In addition, the department reports that it conducts labor market studies and other planning activities.

Additional coordination efforts are accomplished through the District's Vocational Education Steering Committee. This committee is composed of community representatives who provide policy advice to the Director of Vocational Education. In addition, the District interacts with the Private Industry Council/RETC, Department of Social Services, Regional Occupational Program, Division of Apprenticeship Standards, Greater San Diego Industry-Education Council, and the Apprenticeship Coordinators Association.

Efforts on the part of the campuses to maintain close coordination with the community, employers, and four-year institutions vary. For example, the off-campus program at City College has developed and maintained a close connection with business and the community: Classes are offered at Pacific Bell, SDG&E, Convair, San Diego City Schools, Cal-Trans, San Diego Labor Council, and Mercy Hospital. A new City College Downtown Consortium has been established by the President to develop cultural and educational programs with the downtown business community. Presently, the off-campus program has course offerings ranging from single classes to certificate and associate degree programs. In addition, the colleges off-campus dean meets regularly with advisory groups in the community to plan for future educational offerings.

Many respondents felt that the District Vocational Education Division had assumed total responsibility for coordination with employers, and the community. Some believed the level of involvement was too directive and detrimental to the program. Responses that addressed the "detrimental effects" included the assertion that the campus received little useful input and that most liaison work is accomplished by the District office. Further, it was reported that, although vocational programs have effectively utilized advisory committees, "these committees are sometimes ineffective in providing up-to-date information."

GOAL VII: TO PROVIDE EDUCATIONAL PROGRAMS DESIGNED TO INCREASE STUDENTS' CULTURAL, POLITICAL, AND ECONOMIC AWARENESS.

Objective 1: Special attention will be given to the scheduling and location of general education courses to make them as accessible to the part-time student as to the full-time student.

Evaluation of this objective reflected wide differences in the level of understanding of what constitutes a general education course and the degree to which these courses are available to part-time and evening students. For example, some deans assumed that general education courses were accessible to part-time students simply because efforts have been made to make all courses accessible to all students. Other deans were careful to stress the degree to which general education courses in particular areas had been reduced in recent years, particularly in the off-campus program.

It was reported that the general education course list was updated by a districtwide committee in 1982-1985. The primary objective of the committee was to ensure that the general education courses were broad based, non-specialized, and that the content focused on cultural, political, and economic issues. In meeting this objective, the committee decreased the number of courses which could meet general education requirements, while strengthening the scope of general education offerings.

In addressing the degree to which general education courses are available to all students, the colleges report the following:

1. City College reported that 3% of its off-campus offerings are general education courses and Mesa reported 7%. In general, about 40% of the college offerings are general education.

2. Not all courses that have been designated as general education courses are offered each year. Each college and faculty have particular courses they prefer and offer those consistently.

3. The reduction of course offerings off-campus has resulted in fewer general education courses scheduled.

Objective 2: Courses and course sequences will be provided which explore the major American institutions, explain techniques of participation in American political life, and encourage the maintenance of moral and ethical standards in the community.

The college catalogs state that American Institutions is a requirement for the associate and the bachelor's degrees which can be satisfied through any of the approved courses or course sequences in Black Studies, Chicano Studies, History, Political Science, or Social Sciences.
Maintaining moral and ethical standards in the community and promoting these concepts should be an integral part of the college offerings. Some administrators in disciplines such as business and public service, vocational

education, health sciences, mathematics, and the humanities stated that the question of ethical standards was not applicable to courses in their areas. On the other hand, many faculty indicated that substantial numbers of course offerings in the humanities, philosophy, allied health, black studies, Chicano studies, literature, ethnic studies, history, political science, sociology, and psychology addressed issues of moral and ethical standards. Continuing Education also offers courses which provide instruction in major American Institutions such as history, economics, business management, law, and a government sequence.

Objective 3: Emphasis will be placed on acquainting students with the many ethnic and racial heritages of American Society.

A review of class schedules showed that more courses were offered in ethnic studies ten years ago than are offered currently. Comparative data from 1982 and 1987 illustrated a decline in course offerings in these disciplines. At City College, Fall 1982, 90 courses were offered in Black, Chicano and Bilingual Studies compared to 32 in Fall 1987 representing a 64% decline in five years. The multicultural studies course requirement for students attaining the associate degree was instituted in Fall 1983 in order to increase student awareness of the diverse ethnic and racial heritage of American Society.

From the responses, it appears that little effort is being made to address the need to promote the concept of multicultural studies across the curriculum; little expansion has occurred in the number of courses which address cultural, political, and economic issues from an ethnic studies perspective. In addition, it is evident from the responses that there is some misunderstanding regarding the multicultural graduation requirement. Some respondents thought that "ethnic studies" was synonomous with the multicultural requirement.

It was reported by Continuing Education that the Social Studies curriculum has been redesigned to reflect the racial and ethnic diversity of American society. New textbooks which illustrate multi-ethnic episodes and problems of assimilation have been adopted to support course work and class discussion. The ESL curriculum has also been revised to reflect varying points of view.

Objective 4: Courses and events will be scheduled that increase students' knowledge of and participation in cultural, artistic, and recreational activities.

The number of program offerings in the cultural, artistic and recreational areas varies from campus to campus. At City College, the decline in enrollment in music and other fine arts resulted in a substantial reduction of course offerings in those areas. However, plans are currently underway at City to revise the drama program and increase the offerings in fine arts. Mesa College, on the other hand, has experienced growth in enrollment in music and the fine arts; the Mesa College Art Gallery has many exhibitions and cultural presentations. It should be noted, however, that course repetition is now being closely monitored, which may impact enrollment in these programs.

It was noted that cultural, artistic, and recreational events sponsored by the District typically are aimed at the general public rather than students. For example, ECC has sponsored several cultural activities including theatre performances, art exhibitions, and speakers and City College organized a downtown 10K run last spring.

Some respondents pointed out that this goal has been poorly met since there is a prevailing attitude in the District that activities and events do not generate ADA and therefore should not be organized and scheduled.

GOAL VIII: TO PROVIDE EDUCATIONAL PROGRAMS AND OPPORTUNITIES FOR STUDENTS TO SATISFY INDIVIDUAL NEEDS FOR GOOD HEALTH AND PHYSICAL WELL-BEING.

Objective 1: Courses, course sequences, and experiences will be provided to women and men to acquire knowledge and skills related to health and physical fitness.

The campuses report that they offer many opportunities for students to acquire knowledge and corresponding skills related to health and physical fitness. The departments of Health Education, Health Sciences, and Physical Education work together to provide students knowledge of community health, healthier life styles, and general fitness.

Several reasons were cited for the high enrollment in physical education courses. The physical education requirement for the associate degree results in more students participating in physical education than is the case in other districts. In addition, the current focus on health and well being has generated new interest in physical fitness courses. Title IX was also cited as a contributing factor since it promoted the expansion of physical education opportunities for women.

Since the development of the Master Plan, Continuing Education centers have developed or revised a number of courses specifically designed to promote health and physical fitness. A few of these courses are: Physical Fitness for Older Adults, Physical Fitness Through Dance, the Psychology of Overeating, Stress Management Skills, Health Education for the Family, Nutrition and Food Preparation, as well as a variety of special health and physical fitness topics offered under Consumer Education.

Objective 2: Opportunities will be provided those individuals who, because of special physical needs, require adaptive skills.

The Disabled Student Services Program indicated that special services are provided to students with physical, visual, speech, hearing or learning disabilities. The program promotes the concept of educational opportunity for the disabled through integration into regular college classes and activities. Special classes are available for the development of English, math and reading skills, speech improvement, college skills, use of adaptive computer equipment and personal development. Support services are also provided to each student, and may include registration assistance, readers, interpreters for deaf students, notetakers, tutors, test proctors, specialized counseling and referrals, and the use of special equipment.

In addition, Disabled Student Services reported that it has made some attempts to provide adaptive physical education programs for physically disabled students. A limited number of classes are offered at City and Mesa colleges which provide opportunities for individualized physical education programs in swimming, exercise and wheelchair basketball. However, it was also noted that there is no specially trained person who works full-time in adaptive physical education. The need to expand the program has been demonstrated but not well met.

One illustration of the increase in opportunities provided to individuals with special needs is the growth in program support. In the SDCCD credit and non-credit programs, increases in funding for the disabled student program have been experienced along with growth in student enrollment. The funding level has grown from $2.1 million in 1983-84 to more than $2.7 million in 1986-87. Table 3 shows the growth in student enrollment in this program.

Objective 3: Intramural and intercollegiate outreach programs will be provided those women and men with special talents.

There appears to be a lack of consensus regarding the scope and the degree of success of intramural and intercollegiate athletic programs. Some respondents reported that very successful programs existed, while others reported that intramural and intercollegiate activities were non-existent.

The status of intramural and intercollegiate activities differs at each college. Miramar College reported that, although they do not have intercollegiate athletics, efforts are underway to expand the intramural program. Current activities include an annual 10K run sponsored by the Associated Students and a campus-sponsored community-wide tennis tournament. With the expansion of the campus programs and improvement in athletic facilities, it is anticipated that baseball and aquatics will become part of the college's program in the future.

City College reported that it participates in the major intercollegiate sports. In addition, the Physical Education Department supports an intramural program which includes dance classes, and health and fitness programs. Many of the classes culminate in open performances and intramural competition and events. In response to Title IX, in 1977, City college added co-curricular inter-collegiate sports for women in Volleyball, cross-country, basketball, track and field, tennis and softball. However, City reports that the intercollegiate athletic program has not been expanded due to limited facilities.

SECTION II GOALS SET TO MEET THE NEEDS OF THE STAFF AND INSTITUTION

GOAL IX: TO MAINTAIN A CLIMATE OF COOPERATION AND MUTUAL DEDICATION TO THE GOALS OF THE DISTRICT.

Objective 1: The goals of the District will be widely circulated among present and future employees.

The responses to this question indicate that the goals of the District have not been widely circulated since 1976. When asked, "To what degree have the goals of the District been widely circulated among employees?", administrators responded as follows:

> "I believe that the goals of the District were widely circulated among employees in 1976. This was as a result of the involvement of many segments of the District over a long period of time in the development of goals. As with many organizations, since that time, the goals have not been designated, nor discussed, nor understood by employees within the organization."

> "In 1976-77 copies were everywhere. As I have moved around the District, I have found that not many offices any longer have copies. During this exercise, I have been amused at how many folks wanted to see one of my copies. I think that managers with ten years experience here have a good feel for the goals and have been concerned about their achievement."

> "In 1976 the goals were printed and distributed to most of the employees. They have never been printed again. Most employees have lost them. New employees since 1976 have never seen them. I have one of the few copies in existence at Mesa College. I find it hard to believe that the faculty and staff have been dedicated to these goals because most people have never seen them."

> "A copy of the 1976 master plan was distributed to each employee. I would assume new District employees would receive a copy of the plan."

> "There has been no wide circulation of the goals of the District by the administration of Miramar College. However, these goals were made available to the various committees of faculty and staff as the college was involved in its initial accreditation activities in 1981 and again during the reaffirmation activities in 1987. The goals of the District are presently being used by the college Planning Council to update the college's educational master plan."

> "I think the goals were probably widely circulated when the last master plan was developed. During subsequent years of limited resources and diminished hopes, I think that reviews were primarily related to accreditation requirements and occasional special reports. In 1988 I think that we are realizing the need to review, plan, develop, and promote a shared vision."

"Annual District goals are communicated in many ways, as set forth by the Board of Trustees and Chancellor each year, and printed in the widely distributed "WE" and "Communicator" issues. In addition, the Chancellor addresses these goals and achievements though various employer in-service meetings, the Chancellor's cabinet, and other public media throughout the year. In addition, the SDCCD educational master plan is often cited in the review of new proposals as they are acted upon by the Board. Numerous other "master plans" have also been developed to address computing services, personnel services, financial services, etc. but do not fit with the District master plan.

These goals may not reach 100% of the employees, and when they are received may not be retained or referenced with any regularity. As is so often the case, time erodes attention and focus and special efforts are needed to continually renew interest in such broad philosophical concepts."

"The SDCCD distributed a slick pamphlet publishing the goals when the goals were adopted."

"No effort has been made; most people are not interested in District goals."

"I do not think the 'official' copy of the District goals are widely circulated. I asked several District employees if they had seen a copy of the goals and they replied 'no.' If copies of the goals are circulated, then it is probable that employees do not read them."

"They have not been circulated."

"The goals of the District are circulated as the District deems necessary. There is little true understanding and much confusion among the faculty and staff as to the goals and objectives of the District."

"...In a fragmented way, primarily through "WE" and some dockets."

"The master plan and District goals were originally distributed to every employee. Also, each year the Board and Chancellor established goals for the District that are published in the "WE" employee bulletin. The publication has been circulated widely among all employees. To my knowledge, however, the District master plan has never been circulated since the original distribution; therefore, new employees are not informed and continuing employees have forgotten."

"Almost not at all."

Seven of the respondents felt that the goals had been circulated in the District.

"The goals of the District have been circulated throughout my tenure in the District and are available at City College to the employees. These goals will be used as City College continues to develop its own master plan."

"District goals are incorporated in the District's official policies and procedures. Copies of these documents are located in one or more site offices where they are available for review at the employee's pleasure. Additionally, individual program goals are jointly developed by supervisors and staff. These individual program goals are in essence sub-goals derived from applicable District goals. Circulation of these sub-goals is accomplished via meetings, wherein they are freely discussed and adopted by all staff. Also, numerous meetings are scheduled throughout the academic year to review and evaluate our progress in achieving our sub-goals."

"Certificated contract and classified employees are kept informed of District and college goals by way of the educational master plan, the catalog, instructional goals and objectives, and District publications."

"The goals of the District have been extensively publicized and circulated among employees."

"The goals of the District have been widely circulated among employees particularly through their involvement in accreditation reports."

"Information has been posted on staff bulletin boards."

"The Communications office circulates District information concerning District goals through the "Communicator" and "WE".

Four respondents felt that someone else should evaluate the degree to which this objective has been achieved.

"This question could better be answered by the District Communications staff."

"This question can more appropriately be answered by those who were charged with the responsibility of circulating the district goals among the employees."

"This item should be referred to Communications Services."

"I don't feel qualified to answer this."

Objective 2: Decision making processes will include the meaningful participation of all those affected by the decisions.

It is the consensus of the administrators who responded to this question, that employees at all levels of the organization are consistently included in the decision making process.

The committee structure was identified as the primary mechanism for including individuals in the decision-making process. Each of the colleges, Continuing

Education, and the District office have standing committees which include faculty, staff and students. Examples of standing committees and meetings include:

Districtwide: Chancellor's Cabinet, District Executive Council, Management Services Council, Student Services Council, Instructional Council, Facilities Planning Committee, Administrative Services Advisory Committee,

Colleges: Citizens Council, Vocational Advisory Committees, Academic Senate, Academic Affairs Committee, Student Services Committee, Miramar Planning Council, Classified Staff Meeting, Department meetings, President's Council, Assessment and placement committee,

Continuing Education: Curriculum Council, Dean's Council, Occupational Education Council, Student Services meetings, Department meetings.

In addition, several committees and task forces have been created to address special project needs. Examples of these included Success, Mail Registration Planning Committee, Recruitment, Retention, and Transfer Committee, Select Committee on Recruitment, Retention and Transfer; SIS Evaluation Team, and the Administrative Software Task Force.

It was also noted that although mechanism do exist to allow individuals to have input into the decision making process, these mechanisms are often ineffective and obstructed by the decision making body. Findings from other reports have indicated that decision making in the district is perceived as top-down and slow, without recognition of input from the committees.

Objective 3: The system of internal communication will be monitored frequently to ensure that decisions are widely publicized and to ensure information needed to make careful decisions is available.

Although several examples of internal systems of communication were identified, no mention was made of how they are monitored and whether or not they are effective. Examples of internal communications mechanisms included the following:

- The computerized Fund Accounts/System which provides a variety of financial reports to District administrators;
- The campus and districtwide committee and council structure;
- Various procedures operations and manuals; and
- Internal house organs: The "Communicator" and "WE".

Objective 4: Each member of the staff will be treated with respect and consideration and will be expected to treat students and other staff members in similar fashion.

In general, administration believes that the District has consistently maintained high standards of mutual respect and consideration for staff and students. The only circumstance that was identified as an exception to this was collective bargaining which was said to "sometimes cause increased tensions that affect relationships, especially between staff and management." It should be noted that some administrators at City College referenced "the oppressive environment" of the previous administration but also indicated that the situation has improved over the past year.

Classified staff and faculty perspectives were not solicited due to the time constraints. This objective requires further evaluation at a later date.

Objective 5: Competitiveness and conflict will be channelled towards ideas and goals and away from individuals.

It was the consensus of those reviewing this objective that competitiveness and conflict are positive forces. It was reported that conflict has been effectively channeled towards productive outcomes primarily through districtwide and college committees and councils. Such conflict ensures equitable resource allocation and facilitates problem-solving. Following are some of the specific responses:

> "Competitiveness, in my judgment, is healthy. The competition that exists between City and Mesa Colleges, or Miramar and Mesa College, sharpens, hones, refines, and encourages a level of excellence that invigorates the institution, rather than cause any level of destructiveness. However, competitiveness does cause conflict, and conflict needs to be resolved in a constructive and timely manner. So long as the District continues to implement its procedures toward conflict resolution; committee structure, conflict identification, mediation, informal discussion, communication, and Board-staff communication, the health of the District will be ensured."

> "Our organizational structure on this campus allows for conflict to be directed toward developing ideas and formulating goals."

> "A District Executive Council has been established as a forum in which representatives of the various staff and managerial groups can exchange information which resolves conflicts and solves problems."

> "Competitiveness and conflict, can contribute to creative discussion and decision-making."

GOAL X: TO RECRUIT, EMPLOY, AND RETAIN STAFF MEMBERS OF A HIGH DEGREE OF COMPETENCE AND TO PROVIDE THEM WITH THE OPPORTUNITIES TO GROW DURING THEIR ASSOCIATION WITH THE DISTRICT.

Objective 1: Recruiting and hiring procedures will be examined frequently to insure that positions are widely advertised and that personnel involved in the evaluation of candidates are competent to make the best assessments of preparedness for effective job performance.

Respondents indicated that procedures for recruitment have not been effective, that they need to be improved, and that they are not regularly reviewed. Evidence that was cited includes the fact that eligibility lists do not include a sufficient number of qualified applicants, and that closing dates often must be extended in order to attract a sufficient number of applicants.

It was suggested that individuals responsible for recruitment should be highly skilled, qualified, and trained to generate a larger pool of qualified applicants. In addition, it was noted that class descriptions are not regularly evaluated to ensure currency of positions.

Respondents indicate that, in most cases, personnel involved in the screening of applicants are competent.

Two of the Presidents stated that procedures have been scrupulously followed and that professional positions are advertised nationally. In addition, they said that specific characteristics of each position reflect the special needs required by the colleges.

Objective 2: Resources--including consultants, seminars, sabbatical leaves, conference attendance--will be increased to encourage the learning and sharing of new subject matters and methods of instruction, evaluation,and instructional support systems.

Information describing the district's previous efforts to provide inservice activities for faculty and staff to encourage professional development in terms of developing course content, improving methods of instruction and developing evaluation and instructional support systems is not available.

In the last three years, the leadership in the Instructional and Student Services office has focused on faculty renewal. The Basic Agenda developed by the office included faculty development as in one of the seven components required for institutional quality. Faculty development was identified as a key factor of total educational program development of the institution.

Currently, faculty inservice in the district includes two components; a college component and a districtwide component. The college component is planned and sponsored by the college. The districtwide component consists of a program that encompasses issues of a global nature which have professional interest and value to faculty as well as to the college community as a whole. Additional resources

were allocated for this purpose. A Fund for Professional Development was established for each college, Continuing Education, and the District office.

District-sponsored inservice programs in the last three years, have included presentations by Dr. John Roeuche, Dr. Robert McCabe, Dr. Lee Noel and Dr. Robert Gordon. In addition the Success Project has sponsored a series of presentations which addressed instructional quality and content, improved delivery systems, and critical thinking.

Further, the Board of Trustees adoption of an academic calendar to include Flex Days allowed for the development of special topics workshops which reinforced and supported districtwide efforts in the areas of professional development.

The District Instructional Services staff in the last two years, has provided coordination in the development and revision of course outlines to ensure that all courses complied with new academic standards specified in Title 5.

Other district efforts include staff development activities for all employees, and sabbatical leaves for faculty.

Objective 3: As an additional resource, an in-house research component will be established to investigate innovative methods and to suggest flexible procedures to allow for the implementation of such methods.

It is evident by the responses that an in-house research component does not exist at any of the colleges and that the district-wide support for institutional research is insufficient. The demands of the Research & Planning office have expanded, however, staff resources have not increased correspondingly. Therefore, the support of the general information needs of the district is restricted.

Many responses reiterated the fact that requests to establish a comprehensive institutional research department have been made many times in the past with no action. In addition, the lack of data concerning district programs has lead to uniformed management decisions. It should also be noted that a strategic planning update conducted for the district in 1986, listed Institutional Research last in goal fulfillment during the period from 1982-1986. One response suggested that a needs assessment be conducted to determine the type of information that is necessary to analyze data, make recommendations and generally support the information needs of the district.

Institutional research in the District has not received a high priority. There has not been a policy commitment nor has there been an adequate allocation of resources. In fact, the number of staff positions assigned to this function has decreased since 1976 despite an increase in state reporting requirements and information needs.

In 1978-79, the Research office was staffed as follows:

1.0 Coordinator - Management Certificated
1.0 Administrative Assistant
6.0 Administrative Aides
1.0 Certificated Non-Classroom hourly

Currently, the office is staffed as follows:

1.0 Administrative Analyst
1.0 Office Technician
1.0 CA III

Objective 4: The District's affirmative action programs will be monitored to ensure that policies, procedures, and attitudes are not discriminatory.

The District has established an office of affirmative action which addresses issues and complaints related to discrimination, sexual harassment and affirmative action activities in employment. Data was not provided to indicate the scope of the problem of discrimination and the degree to which the problems have been addressed.

In addition, it was suggested that this office has been primarily functioning in a reactive mode and not maintaining a proactive inservice program which would emphasize human relations.

The District's Affirmative Action Office reports that recommendations made by regulatory agencies have been incorporated into policies and procedures and the District's voluntary compliance plan. In addition, several District policies incorporate affirmative action activities. For example, Policy 4100 addresses the District's affirmative action and employment plans; Policy 4105 addresses complaints of unlawful discrimination; and Policy 3100 addresses issues of student rights.

The campus and center monitoring activities that ensure that policies, procedures and attitudes are not discriminatory are the responsibility of the site compliance representative. The orientation of these representatives is conducted by the District Affirmative Action Office.

The only data available to illustrate progress made through affirmative action activities reported below.

- The employment of women and minorities in classified positions in 1986 has exceeded the parity guidelines for California. However, women and minorities primarily occupied lower paying positions in the District and were underrepresented in the skilled crafts positions. Data for 87-88 is currently being compiled.

- All ethnic minorities except Blacks were underrepresented in all districtwide certificated contract positions in 1986. Women were the most adversely affected.

- In the category of districtwide administrative and managerial positions, Hispanic and Asians continue to be underrepresented. Again, women were underrepresented to the greatest degree.

- Although data which illustrate the district's ethnic composition exist for the years 1976-1986, the annual reporting methodology differs. Therefore, an accurate assessment of progress can not be made. The District's affirmative action office reported however, that moderate progress has been made toward achieving the district's affirmative action goals.

GOAL XI: **TO ENSURE THAT THE ORGANIZATIONAL STRUCTURE AND ADMINISTRATIVE PROCEDURES ARE SO DESIGNED AS TO PROVIDE QUALITY SERVICE AND ECONOMICAL USE OF RESOURCES.**

Objective 1: The organization of the District and its administrative procedures will be subject to periodic formal review to determine whether changes are needed to increase efficiency.

There appears to be a difference of opinion as to what constitutes a formal as opposed to informal review of the District's organizational structure and administrative procedures. Reorganization is often viewed as reactive rather than the result of a formal planning process.

Respondents report that changes to the organizational structure are often perceived to be the result of ad hoc review and instituted without sensitivity to the individuals involved.

Respondents cited the accreditation and self-study process as an example of a formal review process. At least two such reviews have been conducted for each of the colleges and Continuing Education since 1976.

Respondents also reported that several reviews of the organizational structure and subsequent reorganizations have been accomplished since 1976. For example, in 1978, the Chancellor recommended that the District be divided into two regions and centrally managed by an operations manager to allow efficient use of resources. The responses suggest that, although the centralization of services improves quality and efficiency, it is often at the expense of flexibility and responsiveness.

In 1978-79 and in 1983-84, districtwide studies were conducted which resulted in the reorganization of the administrative structure of Continuing Education. In 1977, during the accreditation review of several continuing education centers and again in 1983, Continuing Education was recognized for the operational effectiveness of its organizational structure. In 1985, the Chancellor recommended that the Continuing Education Program and the Educational Cultural Complex be merged under a single president.

Objective 2: Funds for ongoing programs will be allocated according to a careful determination of priorities. These priorities will be adjusted in accordance with changing needs.

Business Services reports that the present budget preparation system allows for the establishment of priorities which are reviewed by the Chancellor's Cabinet and submitted to the Board for approval. Since 1981, improvements to the Fund Account System (FAS) have enabled managers to monitor fund status and to make timely corrections to program spending. A recent enhancement, the Early Warning System, provides an additional check before major budget overruns occur. This system also provides advance information to the Board which may identify the needs for program adjustments.

Some respondents asserted that a true budget development process does not exist in the District. The annual budget process is essentially a "roll-forward" with minor modifications and no effort is made to link program budgets with mission, function and other specialized campus activities of each unit in the District.

Concerns were also expressed that the current FAS reporting is not timely and in many instances reflects inaccurate data. In addition, since there is no formalized institutional planning, which is necessary to identify program trends and directions, effective determination of program priorities cannot be made.

Objective 3: Procedures for long-range planning will be codified and will include systems for assessing future needs, provision for appropriate placement among other priorities, careful study of available resources, provision for adequate periods of preparation, and criteria for site selection.

It was reported that long-range planning has not been a top priority in the District. Respondents noted that the District has relied predominantly on short-range planning because of funding uncertainties.

Several examples of planning activities were cited:

1) Master Planning and Needs Assessment Studies conducted by outside consultants in support of special projects;

2) Informal short- and long-range planning efforts as directed by the Board; and

3) The identification of annual goals and objectives by the Chancellor's Cabinet.

It was also noted that the colleges and Continuing Education are currently involved in developing their Educational Master Plans.

Objective 4: Within the general framework of District goals and philosophies, the separate components of the District will be encouraged to develop their individual identities and to maintain sufficient degrees of flexibility so that they can readily respond to their immediate areas of service.

It was the consensus of the respondents that Districtwide operations on which they must rely for support have become increasingly more rigid. Flexibility is often sacrificed in order to receive a service.

It was also noted that support for developing an individual college identity has not been encouraged by the District except for the design of the instructional program. It was reported that the district office is excessively involved in curriculum especially in vocational education. Another factor mentioned was program alignment, which promoted a "lockstep sameness" in curriculum that has restricted creativity and flexibility in program development. Individual identity has been severely impacted by a lack of influence over such services as security, the bookstore operations and maintenance.

In general, the colleges believe that their identity has been viewed as secondary to the District identity, but they also noted that this has changed in the last two years.

Continuing Education reports that the district has centralized Continuing Education rather than encourage site identity. However, it was also noted that the District has allowed each site sufficient flexibility to enable them to respond to the needs of their communities. As one respondent in Continuing Education noted:

> The District has encouraged Continuing Education centers generally in the development of their identity apart from the colleges by acknowledging their function in providing developmental learning courses and by supporting their efforts to provide short vocational courses leading to immediate employment. Individual centers have been encouraged and supported in developing their individual identity by the District's commitment to uphold and expand the separate mission of the centers.

SECTION III: GOALS SET TO MEET THE NON-INSTRUCTIONAL NEEDS OF THE COMMUNITY

GOAL XII: TO PARTICIPATE AND SHARE ACTIVELY IN THE CULTURAL, INTELLECTUAL, AND RECREATIONAL LIFE OF THE COMMUNITY.

Objective 1: The District will provide, within financial resources authorized by law, community services programs that are relevant to adult education and college curricula as well as to the styles, customs, traditions, and patterns of living of the populations for whom these programs are designed.

In general, it was reported that more can be done to provide programs and services which take advantage of the styles, customs, traditions and living patterns of the community.

City College respondents noted that one way to attract the downtown community to City College would be to provide a viable program of community services which emphasize cultural and intellectual events.

Continuing Education respondents reported that their operating budgets are augmented in order to provide community service programs on a fee basis. At ECC, for example, the district-supported Cultural Arts Office has sponsored programs in drama, music, poetry, as well as forums on social, political and health issues.

One respondent noted that "the traditional college community service program was discontinued as a result of Proposition 13 when the permissive community services tax override ended. When the college tried, in 1980, to resurrect the community service program, the growth and development of the district's foundation subsumed the responsibilities of the campus effort."

Objective 2: Frequent assessment will be made of the kinds of programs the community wishes to have offered and care will be taken to ensure that programs will be directed for the complete spectrum of groups within the community.

It was reported that the District Office of Vocational Education monitors the needs of business, industry and the community to ensure that these needs are addressed. A number of programs have resulted from expressions of community concern. The Foodhandlers Program was developed after an outbreak of hepatitis in San Diego and a special citizenship training for employees in the shipbuilding industry was provided through the Harbor View Center. In addition, programs for economically or educationally disadvantaged populations have been developed by the District and funded by VEA funds. Other employer-specific training programs have been provided by the District.

The administration at City reported that they are working closely with the downtown community and the San Diego City Council to articulate needs. Miramar College reported that the needs of the community have not been assessed, and direct efforts are not in place to provide programs for special groups. Mesa College reports that they rely on Vocational Advisory Committees and Citizens Advisory Committees, along with the colleges assessment of changing trends in industry within the service area to identify needs for programs.

Continuing Education reports that emphasis is placed on the needs communicated to the administration by students, instructors and the public at large.

Objective 3: Coordination with agencies offering like services will be increased both to avoid duplication and to increase service by sharing of resources and talent.

It was reported that the District Vocational Education Department, Continuing Education and the colleges work closely with various community agencies and groups such as the following: County Department of Social Services, County Department of Education, San Diego Unified School District, Division of Apprenticeship Standards, Employment Development Department, City of San Diego, Private Industry Council/Regional Employment Training Consortium, State Chancellor's Office, Trade Unions, San Diego Apprentice & Training Coordinators Association, Inc. In addition, a network of advisory committees for 106 vocational majors, involving more than 1,000 community experts, provides input to the District on both community needs and curriculum refinements.

Also, faculty and staff assigned to the cultural arts programs on the college campuses and in the Continuing Education centers frequently interact with the City's Public Arts Council, Starlight Theatre, Public Arts Advisory Board, COMBO, California Arts Council, and the National Endowment for the Humanities.

A printing error is the only weapon the patient paper has.

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